

Windover Site

In 1982 in Titusville, Florida a burial site in a shallow pond was discovered. The pond had turned to peat many years before that which helped preserve the bones and even brain tissue of the ancient people buried in this pond. The bodies were so well preserved due to the peat preventing oxygen in. The people and objects found in this pond were between 7,000 and 8,000 years old. There were over 167 remains of people and artifacts discovered in this pond. The skeletons found were of both adults and children and they were buried wrapped in fabric with valuable artifacts that included bones, carved wooden objects, and tools. The artifacts were often made of wood, bone, and antler. Plants were also buried including prickly pear pads gourds. The fabric wrapped around the bodies is some of the oldest ever found. Making the fabric into something that could be wrapped around a body took a long time. Archaeologists believe that the Windover people probably made Titusville their semi-permanent home, maybe only living here in the spring and summer. These ancient people are thought to be a caring and less nomadic people. It is believed these people cared for the sick and injured. These people were not entirely peaceful however as some skeletons were found with fractures and other wounds.

Objectives:

First Grade:

Use senses to make observation about the site.

Understand how the Windover people's lives differed from our lives.

Understand new vocabulary introduced and relate it to prior knowledge.

Have a basic understanding of the Windover site and be able to write about three things you learned about.

Have a basic understanding of "taking away from" and "adding to."

Science:

SC.1.N.1.2 Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others. ---What types of artifacts were discovered? What do these objects look like, how big are they, and what color are they?

Social Studies

SS.1.A.2.2 Compare life now with life in the past.

Can you compare your life now with the people of Windover?

Reading & Language:

Vocabulary:

Artifacts: 1.any object made by human beings, esp. with a view to subsequent use.

2.a handmade object, as a tool, or the remains of one, as a shard of pottery, characteristic of an earlier time or cultural stage, esp. such an object found at an archaeological excavation.

Peat: 1.a highly organic material found in marshy or damp regions, composed of partially decayed vegetable matter: it is cut and dried for use as fuel.

Archaeology:

Nomad: 1.a member of a people or tribe that has no permanent abode but moves about from place to place, usually seasonally and often following a traditional route or circuit according to the state of the pasturage or food supply.

Archaeology: 1.the scientific study of historic or prehistoric peoples and their cultures by analysis of their artifacts, inscriptions, monuments, and other such remains, esp. those that have been excavated.

Shard: 1.a fragment, esp. of broken earthenware

LA.1.1.6.1 The student will use new vocabulary that is introduced and taught directly;
What were some of the artifacts found at the Windover site?

LA.1.1.6.5 The student will relate new vocabulary to prior knowledge;
Can you give examples of other artifacts you have seen before?

LA.1.4.2.3 The student will write an informational/expository paragraph that contains a topic sentence and at least three details;
What was the Windover site and can you discuss three things you learned about the site?

Mathematics:

MA.1.A.1.1 Model addition and subtraction situations using the concepts of "part-whole," "adding to," "taking away from," "comparing," and missing addend."

If you have 5 skeletons and you take away 3 how many are left?

If you have 4 skeletons and you add three more how many do you have?

Prehistoric Fossils

Florida was formed over 200 million years as a result of sand, shell, and sea creatures being deposited on the ocean floor layer by layer. During the Pleistocene Epoch sea levels changed helping to form Florida's East coast. The last Ice Age resulted in lowered ocean levels which led to a broad grassy savannah stretching miles along the coast of Florida. This occurred about 40,000 years ago. Plant eating animals migrated to Florida during this time period. Florida became a winter resort for animals during this epoch and animals advanced south due to ice. The receding ocean resulted in miles of exposed coastal land which became a fertile habitat for many different species. During the Pleistocene Epoch there were more types of animals in Florida than anywhere else in North America.

Objectives:

First Grade:

Raise questions about the natural world and explore the answers to these questions in teams.

Ask appropriate questions in appropriate situations

Compare life in prehistoric Florida with life in Florida today.

Have a basic knowledge and understanding of new vocabulary.

Have knowledge of the different types of fossils found in prehistoric fossil.

Compare and order whole numbers.

Science:

SC.1.N.1.1 Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations.

Make observations and describe the prehistoric fossils. How many fossils are there? What types? How do they feel? What color are they?

SC.1.N.1.4 Ask "how do you know?" in appropriate situations.

Encourage questions about the fossils.

Social Studies:

SS.1.A.2.2 Compare life now with life in the past.

What types of animals lived in prehistoric Florida that no longer live in present day Florida. Are there any animals that lived in prehistoric Florida that are still found in present day Florida?

Reading/Language Arts:

Vocabulary:

Fossil: any remains, impression, or trace of a living thing of a former geologic age, as a skeleton, footprint, etc.

Paleontology: the science of the forms of life existing in former geologic periods, as represented by their fossils.

Mammoth: any large, elephant like mammal of the extinct genus

Pleistocene Epoch: from two million to 11 thousand years ago; extensive glaciations of the northern hemisphere; the time of human evolution

LA.1.1.6.1 The student will use new vocabulary that is introduced and taught directly;
What is a fossil? What types of fossils did you see today?

LA.1.4.2.3 The student will write an informational/expository paragraph that contains a topic sentence and at least three details;
What types of fossils were found in prehistoric Florida? Discuss your three favorite fossils

Mathematics:

MA.1.A.2.1 Compare and order whole numbers at least to 100.

Imagine that you have:

70 mammoths

14 mastodons

20 giant ground sloths

17 saber tooth cars

95 wolves

100 camels

56 horses

Arrange the animals in order from smallest number to the greatest number.

Florida Seminoles

Indians from Georgia and Alabama migrated to Florida with the encouragement of Spain. The Indians were wanted to work in the fields, build Spanish towns, and to join the Spaniards as allies. The Indians that migrated to Florida became known as the Seminoles. Escaped black slaves joined the Seminoles and the slaves helped translate for the Seminoles.

There were three undeclared wars against the Seminoles. The First Seminole War occurred in 1817 when General Andrew Jackson fought the Seminoles in North Florida. In 1830 Andrew Jackson, who was then the President, signed the Indian Removal Act. All Indians were to be moved to a specific Indian Territory west of the Mississippi. The Seminole's did not want to move and refused.

The Second Seminole War was between 1835 and 1842, and was known as the bloodiest and most expensive Indian War. Many of the Seminole's who had previously refused to be moved to the Indian Territory west of the Mississippi were captured and forced onto steamboats and moved to what is now known as Oklahoma. The Seminoles that were not captured remain in South Florida in the Everglades.

The Third Seminole War began in 1885 because Billy Bowlegs garden in the Everglades was destroyed. This war lasted three years and around 123 Seminoles gave up and moved to the Indian Territory. The remaining Seminoles in Florida stayed in the Everglades and had to learn to adapt to the harsh conditions. They built chickees which allowed breezes to blow through and they kept insects and snakes away.

Objectives:

First Grade:

Make observations about the Seminoles using their five senses.

Compare life now with life in the past.

Use new vocabulary.

Describe a chickee in a paragraph.

Compare and order whole #'s to 100.

Science:

SC.1.L.14.1 Make observations of living things and their environment using the five senses.

After viewing the exhibit on the Seminole Indians write down what you notice about the people. What types of clothing did they wear? What colors? Where did they live?

Social Studies:

SS.1.A.2.2 Compare life now with life in the past.

Compare your present day life with what you know about the Seminole's life.

Reading and Language Arts:

Vocabulary:

Chickee: a shelter supported by posts, with a raised floor, a thatched roof and open sides.

LA.1.1.6.1 The student will use new vocabulary that is introduced and taught directly;

LA.1.4.2.3 The student will write an informational/expository paragraph that contains a topic sentence and at least three details;

Write a paragraph about a chickee and describe what it looks like.

Mathematics:

MA.1.A.2.1 Compare and order whole numbers at least to 100.

Imagine that you find the remains of many chickees:

4 chickees

79 chickees

7 chickees

46 chickees

15 chickees

84 chickees

33 chickees

28 chickees

56 chickees

Arrange the chickees in order from the smallest number to the greatest number.

The Citrus Industry

The Indian River environment is ideal for growing citrus fruits due because the soil contains more organic matter and holds nutrients better than other areas of Florida where the soil is sandier. Citrus growers established groves in the center of Florida and the railroads gave easy access to these areas.

All citrus except the grapefruit is native of the Orient. The citrus fruits came to Florida through trade and expansion that was carried westward and eventually ended up in the Americas. Native Americans helped to disperse the seeds inland on their travels around the Peninsula.

The Indian River Citrus industry dates to the 1830 with Douglas Dummitt who planted an orange on Merritt Island. The worst freeze in the state hit on Feb. 8th 1835 and killed almost all citrus in trees in the states. Douglas Dummitt's groves were one of the only ones to survive. Dummitt's oranges became prized throughout the world. In December of 1894 and in 1895 Florida suffered two more devastating freezes and Dummit's groves survived once again.

The Florida Citrus Exchange was formed in 1910 and later became the Florida Citrus Commission. The FCE had advertising campaigns and formed national and international sales organizations along with other tasks.

Objectives:

First Grade:

- Recognize the necessities that citrus fruits must have in order to survive.
- Use a map to locate the Indian River.
- Understand that the Indian River area where the Florida industry began.
- Describe the citrus industry and give three facts about what you learned today.
- Compare and order whole numbers to 100.

Science:

- SC.1.L.17.1 Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.
- Recognize that citrus fruits need the basic necessities of air, water, food, and space.

Social Studies:

- SS.1.G.1.1 Use physical and political/cultural maps to locate places in Florida.
- Using a map locate the Indian River and discuss how this is where the citrus industry in Florida began.

Reading and Language Arts:

LA.1.4.2.3 The student will write an informational/expository paragraph that contains a topic sentence and at least three details;

Describe the citrus industry and three details you learned today about it.

Mathematics:

MA.1.A.2.1 Compare and order whole numbers at least to 100.

Imagine that you have many baskets of oranges and each basket contains a different amount of oranges:

45 oranges

36 oranges

22 oranges

76 oranges

14 oranges

84 oranges

11 oranges

64 oranges

53 oranges

98 oranges

49 oranges

Organize the baskets of oranges from smallest to greatest.

Turpentine in Florida

The turpentine industry was a lucrative business that predates the Civil War, continuing through the Great Depression and post World War II eras. During the Civil war ships were made of wood, turpentine, pitch, and rosin to waterproof ships. Turpentine industry later turned to creating household products such as soap, paint, solvents, adhesives, polishes, etc.

Turpentine has been used medically since ancient times for treatments such as lice or when combined with animal fat it can be rubbed on the chest for nasal and throat ailments.

Charles Henry created the process called the “cat face cut” in 1903. This technique was created because many regions in the Carolinas and Georgia were becoming tapped out due to the methods used to gather sap and trees were dying prematurely. The “cat face cut” involved cutting two diagonal slices in the trees followed by attaching drip trays with a pot to collect sap.

The turpentine industry also has an ugly side. Originally turpentine and rosin created dangerous toxic fumes as a result of them being separated by high heat fires. The industry also has harsh working conditions and it greatly impacts the environment. The early methods killed forests and the distilling process left hazardous residues. Today turpentine is used mostly as a solvent but it is still considered a hazardous and flammable material.

Objectives:

First Grade:

Raise questions about the natural world and investigate these questions in teams and come up with appropriate explanations for questions.

Use a map and locate Osceola County.

Write a paragraph on the turpentine industry.

Recall three facts about the turpentine industry in paragraph.

Compare and order whole numbers to 100.

Science:

SC.1.N.1.1 Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations.

Explore the turpentine exhibit in teams and write down any questions you have and come up with answers to them with your team.

Social Studies:

SS.1.G.1.1 Use physical and political/cultural maps to locate places in Florida.

A process to separate turpentine from the resin was developed in Osceola County located in Florida. Use a map and locate Osceola County.

Reading and Language Arts:

LA.1.4.2.3 The student will write an informational/expository paragraph that contains a topic sentence and at least three details;

Write a paragraph discussing the turpentine exhibit. Your paragraph should include a topic sentence and at least three details about the turpentine exhibit.

Mathematics:

MA.1.A.2.1 Compare and order whole numbers at least to 100.

Imagine that you have many pounds of turpentine in numerous containers weighing different amounts each:

35 lbs. of turpentine

26 lbs. of turpentine

42 lbs. of turpentine

9 lbs. of turpentine

18 lbs. of turpentine

71 lbs. of turpentine

44 lbs. of turpentine

91 lbs. of turpentine

68 lbs. of turpentine

50 lbs. of turpentine

93 lbs. of turpentine

Organize the containers of turpentine from lightest to heaviest.

Cracker Exhibit

The Cracker cowmen were known as America's first cowmen and in 1605 the first working ranches were established in St. Augustine or "La Florida." During the 1800's the Crackers were drawn to the cow hunter lifestyle and its rugged lonely existence. Some of the problems that Cracker cowmen faced were stealing or rustling cattle which often led to violence.

Cracker horses were very important to the Cracker cowmen and they have always been a tough low maintenance horse known for their ability as cow herders. Ponce de Leon brought the first horses to Florida in 1521. Cracker horses got their names from Cracker cowmen's whips that made a loud cracking sound.

Crackers ate a varied cuisine that includes tortoise, opossums, squirrels, raccoons, rattlesnakes, bears, fish, snails, frogs, crayfish and a variety of edible wild plants such as collards, turnip greens, and mustard.

Crackers built their houses out of logs and had different styles known as the Single Pen or Double Pen, Saddle, Dog Trot, and Shotgun.

Cracker music was described in the post civil war day as music played by Crackers and listened to by Crackers. Cracker music was not written down and was all sung from memory and each region of Florida had its own unique Cracker music.

Objectives:

First Grade:

Understand what Crackers needed in order to survive.

Use maps to locate places in Florida.

Write an informational essay about Crackers recalling 3 details from the exhibit.

Compare and order whole numbers to 100.

Science:

SC.1.L.17.1 Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.

All plants and animals need basic necessities such as air, water, food, and space in order to live.

What were some of the things that the Cracker's ate in order to survive?

Social Studies:

SS.1.G.1.1 Use physical and political/cultural maps to locate places in Florida.

In 1605 near St. Augustine, Florida the first working ranches were established In "La Florida."

Using a map can you locate St. Augustine?

Reading and Language Arts:

LA.1.4.2.3 The student will write an informational/expository paragraph that contains a topic sentence and at least three details;

Write an informational essay on what a Cracker is and give three details describing a Cracker.

Mathematics:

MA.1.A.2.1 Compare and order whole numbers at least to 100.

Imagine that you have many groups of Cracker horses with a different number of horses in each group

24 horses

18 horses

37 horses

51 horses

8 horses

64 horses

89 horses

75 horses

4 horses

98 horses

44 horses

Organize the groups of horses from smallest to greatest.

Railroad Exhibit

In the 1880s paddle steamboats helped move freight and passengers along the Indian River. Henry Flagler ran several steamboat lines to help support the construction of his railroads. People along the Indian River convinced Flagler to extend the railroad south to Daytona. By 1892 Flagler's Jacksonville, St. Augustine, and Indian River Railway Company reached New Smyrna and Titusville, and Cocoa and Rockledge in 1893. In 1908 Flagler became tired of maintaining his railway from the East Coast Railways mainline to Rockledge and tried to buyout the owners of the hotels who refused. On a Sunday morning when no judges were available Flagler sent a crew of workers to removed .6 miles of the track.

Flagler extended his railroad system farther south to Miami due to the severe freezes of 1894 and 1895. In 1895 the expanding of the rail line was renamed the Florida East Coast Railway before the completion of the rail construction south of Palm Beach. The hotels in Palm Beach became the winter resorts for the wealthy.

Flagler first visited Florida in 1878 and he saw the potential for a winter resort in Florida. In 1885 Flagler's first venture was the construction of the grand hotel Ponce De Leon in St. Augustine. His first major railway acquisition was the Jacksonville, St. Augustine, and Halifax railroad. Piece by piece Flagler acquired and joined existing lines.

Objectives:

First Grade:

Have an understanding of the various ways objects can move.

Compare how trains move and cars move.

Understand the history of the Florida railroad and what it tells you about the people and events of Florida.

Understand the main ideal or essential message of the Florida Railroad exhibit.

Compare and order whole numbers to 100.

Science:

SC.1.P.12.1 Demonstrate and describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow.

What ways do trains move? Can you compare how trains move with how cars move?

Social Studies:

SS.1.A.2.1 Understand history tells the story of people and events of other times and places.

What does the history of the Florida railroad tell you about the people and events of Florida?

Reading and Language Arts:

LA.1.1.7.3 The student will retell the main idea or essential message;

After viewing and reading about the Florida Railroads have the student write down the main idea and essential message of the exhibit.

Mathematics:

MA.1.A.2.1 Compare and order whole numbers at least to 100.

Imagine that you have numerous trains with a different amount of passengers on each train.

27 passengers

16 passengers

34 passengers

57 passengers

4 passengers

60 passengers

86 passengers

73 passengers

9 passengers

100 passengers

41 passengers

Organize the trains from based on the number of passengers from smallest to greatest.

Manatee Sanctuary Area

What is a manatee sanctuary? A manatee sanctuary area is area that is off limits to human activity.

How is a manatee sanctuary created? A manatee sanctuary is created through scientific research. Scientists consider what areas are vital to manatee survival based on water temperature and areas where they can feed and rest without being disturbed.

What is the best way for you to view manatees? In order to ensure that the manatees stay undisturbed and safe you should look but never touch manatees.

Where can you find manatees? Manatees can be found in shallow, slow-moving rivers, estuaries, saltwater bays, canals, and coastal areas. In the winter months you are more likely to find manatees in Florida and in the summer months they are most commonly sighted in Alabama, Georgia, and South Carolina.

What type of behavior can you expect from a manatee? Manatees are known as gentle, slow moving animals that spend a lot of time resting, eating, and traveling as they are migratory animals.

What types of legal protection is there for manatees? Manatees located in the United States are protected under federal law by the Marine Mammal Protection Act of 1972, and the Endangered Species Act of 1973. Harassing, hunting, capturing, or killing any marine mammals are illegal due to these laws.

How long do manatees live? The average lifespan of a manatee is 60 years or more.

What are some of the dangers manatees face? Deadly collisions with watercrafts, swallowing fish hooks or liter, and loss of habitat.

Objectives:

First Grade:

Raise questions about the manatees and ask appropriate how do you know questions-discuss questions in groups.

Use a map and locate a manatee sanctuary.

Write a summary describing what you learned today about manatees.

Compare and order whole numbers at least to 100.

Science:

SC.1.N.1.1 Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations.

SC.1.N.1.4 Ask "how do you know?" in appropriate situations.

Get into groups and discuss questions you have about manatees with your group.

Social Studies:

SS.1.G.1.1 Use physical and political/cultural maps to locate places in Florida.

Use a map and locate a manatee sanctuary.

Reading and Language Arts:

LA.1.4.2.1 The student will write in a variety of informational/expository forms (e.g., rules, summaries, recipes, notes/messages, labels, instructions, graphs/tables);

Write a summary describing what you learned about manatees today.

Mathematics:

MA.1.A.2.1 Compare and order whole numbers at least to 100.

Imagine that you have numerous manatee sanctuaries and each sanctuary has a different amount of manatees in it.

Sanctuary 1: 29 manatees

Sanctuary 2: 18 manatees

Sanctuary 3: 39 manatees

Sanctuary 4: 52 manatees

Sanctuary 5: 7 manatees

Sanctuary 6: 64 manatees

Sanctuary 7: 88 manatees

Sanctuary 8: 70 manatees

Sanctuary 9: 10 manatees

Sanctuary 10: 99 manatees

Sanctuary 11: 40 manatees

Organize the sanctuaries based on the number of manatees from smallest to greatest.

The Cape Canaveral Lighthouse

In 1848 the Cape Canaveral Lighthouse was constructed. It used 15 whale oil lamps to help produce light but mariners complained that the light was too dim. In 1868 a First Order Revolving Fresnel Lens was installed but the lens was fragile and had to be protected from the strong Florida sun. In 1885 the lighthouse used kerosene and in 1920 it went to electricity. From 1892 through 1894 the lighthouse had to be moved one mile inland due to erosion.

Objectives:

First Grade:

Understand the various ways object can move.

Understand that history tells the story of people and events and how that relates to the Cape Canaveral Lighthouse.

Write a summary describing your favorite parts of the lighthouse.

Compare and order whole numbers at least to 100.

Science:

SC.1.P.12.1 Demonstrate and describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow.

After turning the light on the lighthouse write down how the light moves such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow.

Social Studies:

SS.1.A.2.1 Understand history tells the story of people and events of other times and places.

Understand how the Cape Canaveral Lighthouse exhibit tells the story of the lighthouse from its creation to the present.

Reading and Language Arts:

LA.1.4.2.1 The student will write in a variety of informational/expository forms (e.g., rules, summaries, recipes, notes/messages, labels, instructions, graphs/tables);

Write a summary discussing your favorite part of the Cape Canaveral Lighthouse exhibit.

Mathematics:

MA.1.A.2.1 Compare and order whole numbers at least to 100.

Imagine that you have numerous boats that are being guided by the lighthouse and each boat is a different distance from the lighthouse.

Boat 1: 14 miles

Boat 2: 8 miles

Boat 3: 4 miles

Boat 4: 32 miles

Boat 5: 57 miles

Brevard Museum of History and Natural Science – Grade 1 Lesson Plans

Boat 6: 79 miles

Boat 7: 21 miles

Boat 8: 2 miles

Boat 9: 100 miles

Boat 10: 94 miles

Boat 11: 62 miles

Organize boats based on closest to farthest.

Taylor Exhibit

Albert Taylor was born in New York, moved to Michigan, then Wyoming, back to Michigan, then back to Wyoming, then back to Michigan, then Texas, and in 1886 moved to Cocoa, Florida. In 1889 Albert Taylor established the Brevard County State Bank. Albert Taylor also became the 2nd mayor of Cocoa. He had two wives: Carrie Taylor and later Grace Taylor. Grace liked to play the piano, paint, and sketch, and write poetry. Albert Taylor had one daughter with Carrie Taylor also named Carrie but Albert and Grace were estranged from Carrie because she eloped and did not marry the man they wanted her to.

Objectives:

First Grade:

Identify nonliving things in the Taylor exhibit.

Compare your life with the Taylor family's life.

Create pictures that tell a story about the Taylor family with dictated words and phrases.

Compare and order whole numbers to 100.

Science:

SC.1.L.14.3 Differentiate between living and nonliving things.

What are some of the nonliving things in the Taylor Exhibit.

Social Studies:

SS.1.A.2.2 Compare life now with life in the past.

Compare your life with the life of the Taylor family.

Reading and Language Arts:

LA.1.4.1.In.a Create pictures that tell a story with dictated words and phrases.

Create pictures that tell a story about the Taylor family with dictated words and phrases.

Mathematics:

MA.1.A.2.1 Compare and order whole numbers at least to 100.

Albert Taylor established the Brevard County State Bank; imagine that the bank took different amounts of money from each customer.

27 dollars

16 dollars

34 dollars

5 dollars

52 dollars

61 dollars

81 dollars

79 dollars

1 dollar

100 dollars

40 dollars

Organize the money from smallest to greatest.

Florida's Early Inhabitants

Florida's Early Archaic Period 7,500 – 5,000 BC:

Florida's climate was changing and the weather was becoming warmer with more rainfall. The Paleo Indians became less nomadic.

Florida's Paleo Indian Period 10,000 BC – 7,000 BC:

Florida had lower sea levels which increased the land area by twice its current size.

Florida was arid and cool.

Paleo Indians hunted and gathered anything edible and useful.

Hunted mammoths, bison, giant land tortoise, etc...

Florida's Middle Archaic Period 5,000 BC – 3,000 BC:

Florida became wetter, developing more wetlands, with abundant fish and shellfish.

Natives continued to hunt deer and other animals especially fish, oysters, snails, alligators etc...

Human settlements grew at this time developing into long term habitations.

Middle Archaic Indians of Florida lived during this time and they were known for developing a new type of stone point.

Florida Late Archaic Period 3,000 BC - 500 BC:

Increase in vegetation.

The Florida Indians built settlements, maintain their homes in villages along with camps for hunting or for collecting sea turtle eggs, shellfish, and acorns.

Late Archaic Indians created fired clay pottery for cooking and storage.

The Florida Indians on the St. John River became experts at catching fish, hunting, and collecting other animals.

Florida's Woodland and Mississippian Period:

Florida Indians made changes in their pottery, in their methods to gather food, and in their settlements.

Many villages would unite and form alliances.

Different Indian settlements developed and produced a variety of types of pottery.

Florida Indians became skilled at growing different crops.

Florida Major Indian Tribes:

Calusa: Lived on the southwestern coast of Florida from Charlotte Harbor to 10,000 Islands.

They did little farming and hunting, they preferred fishing and gathering shellfish from the Gulf of Mexico or the rivers.

Known for discarding their shells from shellfish onto mounds, some of these mounds reached 30 feet high and were used to build dwellings and for protection.

Tequesta:

Maintained ties with the Calusa on the Gulf Coast through marriage between the chief families.
Hunted and fished for food using bows and arrows.
Traded with other tribes

Apalachee:

50,000 Apalachee Indians lived in N. Florida.
They were good farmers and warriors.
Hunted bear, deer, fox, opossum, and raccoon

Ais:

Lived in Central Florida and Brevard County from Cape Canaveral south to Fort Pierce
Relied on hunting and fishing for food, they did not farm.
The Ais became wealthy from collecting gold and silver
Main village was near the Indian River Inlet.

Timucua:

One of the largest groups of Native Americans in Florida
Lived throughout northeast Florida from Tampa to Jacksonville
Men would fish and hunt while the women planted and harvested crops of beans, corn, and squash.

Objectives:

First Grade:

Describe how Florida's early inhabitants relied on water.
Compare life now with Florida's early inhabitant's lives.
Create pictures with dictated words and phrases that tell a story about one of Florida's early inhabitants.
Compare and order whole numbers at least to 100.

Science:

SC.1.E.6.2 Describe the need for water and how to be safe around water.
How do you think Florida's early inhabitants relied on water? What precautions do you think they took to act safely around the water?

Social Studies:

SS.1.A.2.2 Compare life now with life in the past.
Compare life now with the lives of Florida's early inhabitants.

Reading and Language Arts:

LA.1.4.1.In.a Create pictures that tell a story and will dictated words and phrases.
Create pictures that tell a story with dictated words and phrases about one of Florida's early inhabitants.

Mathematics:

MA.1.A.2.1 Compare and order whole numbers at least to 100.

The Calusa Indians were known for their mounds which could reach up to 30 feet high.

Discarded shells and shellfish were tossed onto these mounds. Imagine that bundles of shells are tossed onto these mounds by different Calusa as shown below:

14 shells

20 shells

2 shells

46 shells

100 shells

81 shells

74 shells

90 shells

68 shells

10 shells

Order the shells from smallest to greatest.

Shell Collection

Scallops are a worldwide group of several hundred species. In the early 1980s scalloping was a big industry at Port Canaveral. Scallops snap their shells together to propel themselves rapidly through the water in a zig-zag direction. Most scallops have a series of brightly colored eyes along their mantle.

The Florida state shell is the Florida horse conch which is carnivorous and grows up to 18 inches in length.

There are about 400 species of cone shells and they are mostly found in warm tropical waters. Cone shells are carnivorous and feed on worms and small fish.

Objectives:

First Grade:

Raise questions about the shell collection and investigate your questions in teams.

Identify a primary source that you could use in order to learn more about the Florida horse conch.

Draw a picture of your favorite shell and describe why it is your favorite.

Compare and order whole numbers at least to 100.

Science:

SC.1.N.1.1 Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations.

Explore the shell collection and raise questions about it and investigate your question in teams through free exploration. Come up with explanations for your questions with your team.

Social Studies:

SS.1.A.1.1 Develop an understanding of a primary source.

Identify a primary source that you could use in order to learn more about the Florida state shell, the Florida horse conch.

Reading and Language Arts:

LA.1.4.3.1 The student will draw a picture and use simple text to explain why this item (food, pet, person) is important to them.

Draw a picture of your favorite shell from the shell collection and explain why it was your favorite.

Mathematics:

MA.1.A.2.1 Compare and order whole numbers at least to 100.

Imagine that you have multiple collections of Florida horse conchs and cone shells:

25 Florida horse conchs

Brevard Museum of History and Natural Science – Grade 1 Lesson Plans

- 18 Florida horse conchs
- 68 cone shells
- 46 cone shells
- 94 Florida horse conchs
- 82 cone shells
- 79 Florida horse conchs
- 2 cone shells
- 31 cone shells
- 57 Florida horse conchs

Order the shells from the smallest collection to the largest.

Florida's Habitats

Mangrove Swamp:

Wood Storks
Great Egrets
Anhinga
Sparrow Hawk
Mangroves

Saltwater Marsh:

Great Blue Heron
Osprey
Bald Eagle
Alligator

The Dunes:

Gopher Tortoise
Brown Pelican
Diamondback

Beach:

Herring Gull
Hermit Crab
Ghost Crab
Sand Flea

Reef:

Bony Fish
Cartilaginous Fish
Coral
Crustaceans
Sponges
Echinoderms
Mollusks

Objectives:

First Grade:

Observe the habitats and understand that all plants and animals have basic necessities.
Use a map to locate one of the habitats.
Choose a favorite habitat and discuss what you liked most about it.
Compare and order whole numbers at least to 100.

Science:

SC.1.L.17.1 Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.

Observe the habitats and understand that all plants and animals need the basic necessities of air, water, food, and space.

Social Studies:

SS.1.G.1.1 Use physical and political/cultural maps to locate places in Florida.

Using a map locate one of the habitats you viewed today in Florida: example – beach.

Reading and Language Arts:

LA.1.4.3.In.a Choose a favorite item and tell what he or she likes about it.

Choose your favorite habitat and tell what you like most about it.

Mathematics:

MA.1.A.2.1 Compare and order whole numbers at least to 100.

Imagine that there are numerous groups of fish in the ocean and each group has a different number of fish in it:

21 Jewfish

14 Tarpons

67 Barracudas

43 Groupers

91 Spotted Sea trout's

89 Cobias

70 Flounders

4 Scorpion fish

32 Squirrel fish

57 Sailfish

Order the fish from the smallest group to the largest group.